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method of procedure is from idea to word, then to symbol. This feature makes the books especially valuable for classes of children who come to school with little or no knowledge of English speech.

The *Primer* is to be used in the first half-year of school, and the *First Reader* in the second half-year.

First Year in Algebra. By FREDERICK H. SOMERVILLE, the William Penn Charter School, Philadelphia. New York: American Book Co. Pp. 208, 12mo, cloth. \$0.60.

This introductory course in elementary algebra furnishes a satisfactory one-year's work for grammar schools or for the first year in high schools. The book takes the pupil through fractions and simultaneous simple equations. Although remarkable for its simplicity and careful gradation, it is characterized by an unusually scientific presentation, which enables students to master the fundamental principles of the subject with less effort than is commonly the case.

Cæsar: Episodes from the Gallic and Civil Wars. Edited by MAURICE W. MATHER, Ph.D., formerly Instructor in Latin in Harvard University. New York: American Book Co. Pp. 549, 12mo, cloth. \$1.25.

This volume furnishes some of the most interesting and instructive portions of Cæsar's writings, which have hitherto been little read in schools. The sections on the *Gallic War* are equivalent in amount to the first four books. From the *Civil War* about two-thirds as much is taken, including Curio's disastrous African campaign and the struggle between Cæsar and Pompey. An innovation which will meet with general favor is the printing in full in the vocabulary of the principal parts of verbs and of the genitive of nouns, except in the first conjugation of verbs and in such nouns of the first, second, and fourth declensions as offer no possibility of mistake. The book is abundantly supplied with illustrations, maps, and plans.

Commercial Geography. By GANNETT, GARRISON, AND HOUSTON. New York: American Book Co. Pp. vi+415, and 30 pp. of index.

The enormous commercial and industrial expansion of the present time makes a book of this type of great value in school work. Geography is no longer a vague study of the earth's surface with general references to the occupations of men and with incidental descriptions of the various races. It deals closely with the great industrial output of the whole world, which makes it necessary that the pupils should know with exactness the means and methods of production and the routes of commerce. It is through this approach to the subject that we get the most intelligent introduction to the study of human life on the earth.

This book divides the subjects into three principal parts—"Commercial Conditions," "Commercial Products," and "Commercial Countries." The illustrations are numerous and excellent, showing the different phases of many interesting processes in manufacturing, etc. The maps are very valuable, some of which show the physical features, and others in single world-maps show at

a glance the facts relating to distribution over the whole earth. There are many diagrams also that reduce the productions, etc., to a scale which renders comparison easy and instructive. The index of thirty pages is especially useful, as it enables one to follow easily any subject through all of its relations in the different countries. Teachers of geography will find the book most useful, and the pupils of the upper grades could use it with great advantage for at least one term's work.

W. S. J.

The Principles of Teaching Based on Psychology. By EDWARD L. THORNDIKE, Professor of Educational Psychology in Teachers College, Columbia University. New York: A. G. Seiler. Pp. vii+293.

This book seeks to connect closely the fundamental principles of teaching with certain equally important corresponding facts in psychology. In each chapter, after a statement of the psychological facts and a discussion of their relationship to the principles of teaching, there is a set of exercises which are intended to give the connection between the two a more definite shape. These exercises usually take the form of queries which compel the student to re-think the relationships for himself. The scope of the book covers the field of educational psychology, and its plan is consistent and clear. Abundant citations are made to results obtained in experimental psychology, which are used to point the way for teaching. These are useful in their general bearing, but the teacher needs to be on guard against a too specific application which the author himself would hardly justify. Reference here is made particularly to the chapter on the relation of special training to general ability. Mr. Thorndike is an example of his own doctrine that training in one direction does not give ability in another. It is manifest that his excellent work as a psychologist has not enabled him to think out fully the scope and nature of the teacher's function in school organization. In discussing "The Special Problem of the Teacher" he says: "It is the problem of the higher authorities of the schools to decide what the schools shall try to achieve and to arrange plans for school work which will attain the desired ends. Having decided what changes shall be made, they intrust to the teachers the work of making them." Space will not admit here a discussion of this point, but to allow the "higher authorities of the schools" the whole discussion as to what the schools shall be is to adopt a principle that is not less vicious, and it is fully as antiquated as the belief in "faculty psychology" which the author has long since discarded, or which, perhaps, he never held. It is not the intention here, however, unduly to magnify this point, for, while as an actual fact in school organization it is fundamental, in this book, it is of minor importance. The book does clearly what it, in the main, sets out to do—to couple up closely psychological theory with the theory of practice. It is a valuable addition to educational literature.

W. S. J.